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ABSTRACT

A specially constructed research design was used to evaluate the non-certified teacher training program in St. Bernard Parish of Louisiana. Each of the instruments used related directly to the stated goals of the project. The pre- and posttest results of the Self-Report Inventory revealed no significant change in the attitudes of the 13 participants, while there was extreme disparity between the pre- and posttest scores of the Minnesota Teacher Attitude Inventory. Scores on the pre- and posttests of the Survey of Study Habits were similar, indicating little increase in motivation during the training session. The test results suggest the need for replication of the present program with an adequate increase in its duration to provide ample opportunity for significant personal changes in participants. (Author/MBM)

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NONCERTIFIED TEACHER TRAINING PROGRAM FOR ST. BERNARD PARISH

Report

submitted by:

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SP005469

7-30-71

Mr. Joseph J. Davies, Jr.
Superintendent
St. Bernard Parish School Board
E. Chalmette Circle & Lacoste St.
Chalmette, La. 70043

Dear Mr. Davies,

The following evaluation report of the Non-Certified Teacher Training Program is being submitted for your consideration. The author feels that even though the results were less than exemplary that the participants were better teachers as a result of the experience.

This evaluation was made possible because of the Federal Funds that were designated for it, and because of the cooperative relationship between the contractor and the St. Bernard School officials. Special recognition should go to Mr. Tony Fernandez, Mr. Henry Dagro, and the participating non-certified teachers. Computer technology and technical writing assistance were provided by Mr. Wade Ragus and Mrs. Sarah Beth McCurdy.

Respectfully submitted,

Walter Liston

Dr. Walter Liston
Ass't. Professor of Education
L.S.U.N.O.

EVALUATION DESIGN

General Design

Evaluation of the St. Bernard Parish Non-Certified Teacher Training Program was based upon a research design consisting of structured personal interviews, observations, participants' comments, specially designed questionnaires and tests, and standardized personality-attitudinal tests. Each instrument was designed to directly relate to the project's stated objectives.

Two of the project's goals were closely related; hence they were evaluated concurrently. These goals were:

1) To provide a pre-teaching, three-week orientation period for non-certified teachers to help them understand the process of education.

2) To provide three semester hours of college credit for this orientation.

Pre- and post-tests of subject knowledge were given to all participants to gauge knowledge gains attributable to the program. Personal observation of the classes supplemented the findings of these tests. In addition, biographical sketches of each participant were solicited to gain a broader view of their background, interests and reasons for seeking teaching positions. At the end of the second course each participant who could be located was also interviewed using a structural interviewing technique.

The third project objective, continuing support and

guidance for these teachers during their first year of teaching, was examined through the structured interview earlier mentioned.

The fourth objective of the project was "to encourage these teachers to continue working toward certification."[1] Attempts were made to determine the participants' attitudes toward further study and their motivation levels after completion of the program. Pre- and post-tests of the Survey of Study Habits and Attitudes[2] provided a standardized evaluatory base for answering these questions.

Change of attitude is a significant portion of teacher training. In order to measure any changes in the participants' conception of how they view themselves, others, and various roles they play, the Self-Report Inventory was administered to all participants. Through pre- and post-testing this instrument focuses attention in broad attitudinal terms on any changes attributable to the program. Additionally, it provides a partial framework to analyze the initial attitudes of these participants by supplying carefully standardized norms.

[1] Original Proposal for Non-Certified Teacher Training Program

[2] William F. Brown and Wayne H. Holtzman, SSHA Manual, (The Psychological Corp.: New York) 1964.

Basic Attitudinal and Background Data

The personal histories of the participants point out several similar characteristics among the thirteen participants remaining at the end of the program. Their ages ranged from twenty-two to twen-six with most being recent college graduates. A liberal arts background was predominate. Over two-thirds of the participants had recently moved to the New Orleans area.

Their immediate short-term goals were all oriented toward continuing as teachers in St. Bernard Parish. However, their plans show considerable diversion from this goal within a period of two to three years hence. The long-term goals of the participants were approximately equally distributed between those who sought some other role than teaching as a potentially long-term proposition. Every participant indicated strong enthusiasm for the St. Bernard Public School system.

The Self-Report Inventory[3] indicated a group pattern of responses closely approximating the standardized group norms on pre- and post-test. Scores were generally two to four points higher than accepted test norms, but this is not an unusually high collective deviation. The most significant facet of the SRI results is that it showed very little collective change in attitudes. A three week period is a very

[3]Oliver H. Bown, Speech and Paper, (American Psychological Association: New York) Sep., 1961.

short time span for any real change to take place even under the most intensive conditions. Thus, these results reaffirm the proposition that shifts in attitude of a personal nature are not often accomplished over short periods of time.

Program of Instruction

The lecture series conducted by Dr. Fluitt and Dr.Lorton followed a general outline designed to introduce the participants to the teaching profession. The instruction focused on (1) some of the underlying principles of education and their application to the classroom learning environment; (2) the curriculum as related to intellectual and emotional development, and (3) the various types of approaches to curriculum organizations. Particular attention was given to non-grading and team teaching. In terms of knowledge gained, the Study Habits table reflects some knowledge acquisition by the participants.

Dr. Fluitt taught a second course in audio-visual materials, however only 5 of the original 13 participants enrolled in it.

The testing instrument used is included in Appendix A. This test along with a course syllabus provides a rough summary of course content. The actual course content closely paralleled the general course outline of the original grant.

The rather low increases in test scores from the pre- and post-test do not entirely fit expected results. Although the participants generally answered eight out of ten questions

correctly this did not represent a major gain in performance. Two reasons for this performance are likely. The general nature of the questions and the course material may have covered areas of previous knowledge among the participants, most of whom were recent college graduates. From a relatively high knowledge base, further increases in knowledge are usually small.

Another potential variant affecting the participants' scores could have been their level of motivation and approach to the educational process. Analysis of the Survey of Study Habits and Attitudes in the next section suggests attitudes toward study that are not exemplary in nature.

The evaluatory comments submitted by the teacher trainees were favorable, although not particularly strong. Several mentioned a desire for more intensive course material or greater exposure to other practicing teachers. However, more than a third of the participants did not comment at all regarding their appraisal of the course material within the written sketch of background, ten year goals, and appraisal of course material.

The shortness of time available for the course placed some restraints on course methodology. Future endeavors of this type might benefit, if time is available, through presentations of teaching methods oriented towards the particular needs of each participant.

Minnesota Teacher Attitude Inventory

The MTAI was included to measure the suitability of the participants for the teaching profession. This standardized test is designed to measure those attitudes of a teacher which predict the quality of his interelationships with pupils, and indirectly, how well satisfied he will be with teaching as a vocation. The inventory was administered in a pre- and post-testing under conditions that should have yielded representative results. The extreme disparity between the pre- and post-tests and the extreme lowness of the pretest scores suggest the influence of distorting factors during the pre-test.

Table 2 clearly demonstrates the low level of teacher suitability found by the instrument. Four of the participants' scores were below the 40 percentile level. Four more scored in the questionable range between the 40th and 60th percentiles. Only five of the participants clearly fell in the range above the 60th percentile level that offers a high degree of probable compatibility with the teaching profession.

Motivation and Attitudinal Change

The primary instrument applied was the Survey of Study Habits and Attitudes. It is designed to fulfill three primary purposes: "(a) to identify students whose study habits and attitudes are different from those students who earn high grades, (b) to aid in understanding students with academic

difficulties, and (c) to provide a basis for helping such students improve their study habits and attitudes and thus more fully realize their best potential."[4]

The Survey of Study Habits, as used in this instance, provided two primary insights into the participants. The first was their individual views of study habits and the second, a comparative measure of attitudinal change in their views due to the training program. A summary of test results is provided in Table 2 of Appendix B. Participants' scores in the three indices of study habits approximated the norm. All were well within one standard deviation of the standardized norm score. A slight difference in scores did indicate somewhat greater orientation toward good work methods. Scores on the pre- and post-tests were very similar, although a slight decline in scores was evident on the post-test.

Study attitudes also showed a similar approximation of the test means. The scores for Teacher Approval and Educational Acceptance remained roughly constant at the class norms.

These stable results indicate that little increase in motivation occured during the training sessions. However, the reason for this pattern is not clearly evident. The level of performance in the SSHA is acceptable, although it raises questions about the overall participant groups' enthusiasm toward teaching, the training program, and the real impact of the training program

[4]Brown and Holtzman, SSHA Manual, P. 5.

Interviews

The structural, personal interview yielded results similar to the test findings thus far described. Unfortunately, only five of the thirteen remaining participants could be reached. A sample of the interview questions is included in Appendix C.

The teachers generally did not feel a voluntary committment to the program, rather they viewed it as a necessary involvement to begin teaching. The instructional program did provide them some assistance during their first semester of teaching. However, the new teachers valued contact with other teachers in the university setting as highly as much of the coursework. They desired practical method oriented material most, yet complained that the short time of the program made it too intensive. The participants were satisfied with both instructors, but Dr. Lorton drew particularly strong praise. The majority of the respondents did not take the second course. A synopsis of their comments suggest that lack of time, knowledge, interest, and that a second course was offered were the primary reasons for not attending.

Those interviewed were all planning to return to the St. Bernard School system this year, and appeared to be generally satisfied with their first year of teaching. Conversely, the eight participants who repeatedly could not be contacted and the large attrition rate of the program suggest very serious problems.

Recommendations

In selecting participants, those with a positive attitude toward the study process should be given preference, as well as those who have efficient study habits.

Participants should be prepared concerning the extent of material to be covered and its purpose regarding their teaching practices.

Programs should be of adequate duration to give time and opportunity for significant personal changes on the part of participants.

The duration of the training program should be extended to a semester and designed so that each participant's teaching methods can be analyzed in his classroom and opportunity provided to bolster any weaknesses.

Course material should be more intensive and illustrative. This should include video taped sessions for each participant.

Those participants who invested themselves in the learning process seem to have benefitted significantly. This probably would be true of any learning opportunity they might have. However, the majority of the participants seem to be using the teaching position as a "stop-gap" vocation, and have moved away from it as soon as possible.

Out of 26 teachers qualifying for the non-certified teacher program 13 of them chose to participate in the first three hour course. When a second three hour course was available at no cost to the non-certified teacher, only five of

them chose to participate. Therefore, if only 25% of those people qualified stayed with the program for two semesters it would seem that the program is counter-productive.

TABLE 1

STUDY HABITS

	Norm	Standard Deviation	Pre	No. Exceed. Norm	Post	No. Exceed. Norm.
Delay Avoidance	25	10.0	27	6	25	7
Work Methods	25	9.2	33	10	31	9
Study Habits	50	17.5	60	9	57	8
Teacher Approval	33	8.0	31	5	32	6
Educational Acceptance	31	8.3	31	7	30	5
Study Attitudes	64	14.8	63	5	61	7
Study Orientation	114	29.7	122	8	117	7

TABLE 2

MTAI SCORES

	Pre-test		Post-test		Difference	
	rs	%rank	rs	%rank	rs	%rank
Allen, Nan	18	5	10	1	-8	-4
Blalock, Darrell	14	1	41	10	+27	+9
Breland, Ronald	19	5	68	50	+49	+45
Carpenter, Elizabeth	57	30	109	95	+52	+65
Corne, Jacqueline	86	75	86	75	0	0
Doyle, Elayanor	53	25	75	60	-22	+35
Guilbeau, Ronna	39	10	90	80	+51	+70
Hall, Kathleen	89	80	102	90	+13	+10
Marando, Sr. Mary Rachele	-67	0	-35	0	+32	0
Murret, Robert	10	1	2	1	-8	0
Ponthier, Susan	22	5	69	50	+47	+45
Wilson, Laurean	71	50	76	60	+5	+10
Wise, Cynthia	13	1	104	95	+91	+94
AVERAGES	32.5	8%	57.2	30%		

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Original Proposal for Non-Certified Teacher Training Program

Louisiana State University in New Orleans
Education 199

Dr. John W. Lorton
Summer 1970

True-False

_____1. In an authortarian society the school is designed toward the realization of goals of the party in power.

_____2. In a democratic society an official governmental agency generally defines and interprets what the educational goals should be.

_____3. Referring to "yardsticks for democratic practices in schools:" "Freedom to experiment" means that the teacher should be allowed to try out new curriculums and methods without interference of the supervisory staff.

_____4. "Freedom to experiment" means that the child would be allowed to work out the solutions to his own problems without the guidance and counceling of the teacher.

_____5. "Equality of opportunity" means that all children should be equal in educational achievement.

_____6. "Equality of opportunity" embodies the thought that grade standards and book-centered curriculums will not stand in the way of the child's achieving.

_____7. It is incumbent upon the teacher to have enough faith in children that they can become self-directing.

_____8. School practices must be judged by their effects on children.

_____9. "Respect for personality and human worth" means that people are ends rather than means.

____10. To help the child "learn to be free" does not mean the child should be released from adult control or that he should be dominated by the teacher.

____11. The school curriculum is democratic to the extent it helps children learn skills, attitudes, and information necessary for a free individual.

____12. The teacher, even a self-contained teacher, must view education as a team effort.

____13. Education is primarily competition.

____14. We must have educational objectives to provide a basis for evaluation.

____15. The primary purpose of the school's concern for the character and personality development of the child is to help him make better grades.

____16. Limited curriculum and severe discipline contribute to making the school an unhappy environment for children.

____17. Objectives are in a sense predictors.

____18. In the modern elementary school the teacher's job is mainly one of assigning tasks to be done, hearing recitations, and keeping order.

____19. If method becomes a process of arranging subject matter so that it can be effectively used by the learner, there is an obligation places upon the teacher to become so familiar with the learner's under his jurisdiction that he can effectively make that arrangement of subject matter.

____20. Education should be aware that there are some over-all techniques in teaching.

____21. Because the teacher is more concerned with the learner than with subject matter she does not need a great breadth of knowledge.

____22. The principal method in today's classroom should be on hearing recitations on a group and individual basis.

____23. The primary purpose of evaluation in the elementary school is to report pupil progress to parents.

____24. The election of class officers is one of the best ways to help demonstrate to a class what democracy is.

____25. It is easier to describe a democratic classroom than it is to practice it.

____26. Freedom in the classroom is not a gift; it is an achievement.

____27. If we regard freedom as the right of the child to do as he pleases, he will still have to learn how to do as he pleases.

____28. The objective, "master of general intellectual skills," means mastery of specified subject matter.

Of the following, answer either I or II but <u>not</u> both.

I. What are some of the distinguishing features of the following types of curriculum organization?

Separate Subjects , Fusion or Broad Fields , Experience

II. Team Teaching

Definitions:

Advantages:

1.

2.

3.

4.

5.

Limitations:

1.

2.

3.

4.

5.

III. One of the stated goals of education is, "stimulation of the will to learn - pleasure in intellectual tasks." Describe briefly the following facets of a school being consistent with the stated goals.

Grouping-

Curriculum Organization

Role of the teacher

Discipline

Evaluation

Reporting to Parents

IV. Give the title and author of an outside book (a book other than the text books) that you have read during this course.

Briefly state (no more than 50 words) what you will remember most about this book.

Education 199

Name_____

Date_____

TRUE - FALSE Print a capital T in front of the item number if the statement is true and a capital F it it is false.

_____1. In advocating education for social change the text proposes that less emphasis be placed on problem solving and more on the acquisition of usable knowledge.

_____2. The rate of culture change seems to be based on the changing physiological and genetic makeup of the supporting population.

_____3. Generally individuals are more dependent on education today for survival than in the distant past.

_____4. On the average each generation is slightly taller and heavier than the preceeding one.

_____5. Generally the proportional influence of the home in a person's life is diminishing.

_____6. Geographic mobility is one of the notable characteristics of American society when comparison is made with other European nations.

_____7. The problem of high school drop-outs is practically eliminated.

_____8. Education will probably be more concerned with teaching the wise use of leisure time if present cultural trends continue.

_____9. In actually daily functions the school has generally set a fine example of democratic practice.

____10. Generally in education equality of educational opportunity is equated with equality of possession or equality of achievement.

____11. Since 1960 there has been an increasing concern with the intellectual development of children.

____12. The basic areas of concern in educational objectives have changed greatly since the 1918 statement of the Seven Cardinal Principles.

____13. In recent times the tendency has been to use the term "curriculum" to refer to the whole life and program of the school.

____14. Generally the curriculum of the elementary school in colonial times was different in purpose from that of the college because less emphasis was placed on religious matters.

____15. Much of the motive of education during the National Period was directed towards the needs of an emerging democracy.

____16. Prussian educational structure extended a strong influence on American education during the early and middle 19th Century.

____17. John Dewey proposed that education should not be real or related to actual life processes but should be ideal and formal.

____18. During the period 1929-1945 the elementary school curriculum was further fragmented into a greater number of separate subjects.

____19. The general emphasis in foreign language instruction in the last decade has been on the reading and writing approach.

____20. Recent curriculum orientation has been toward accentuating the teaching of concepts, concept development, and problem solving approaches.

____21. Generally most curriculum revision has been directed toward intentionally creating a more difficult set of learning tasks for children.

____22. Generally individualization of learning activities has been most closely associated with skill development at this stage of progress.

____23. Non-graded implies or means the absence of evaluation of student achievement.

____24. The function of education has expanded in scope mainly in response to decreasing effectiveness of other agencies of socialization.

____25. A separate subject approach to instruction probable conforms more to psychological "field or gestalt theory" than does the correlated or the fused approach.

Fill in the blank

List the four types of schools present in the New England colonies.

26. _____

27. _____

2 28. _____

29. _____

List three main sources of educational or curriculum objectives.

30. _____

31. _____

32. _____

Theories of learning are classified as association vs field theories or as

33. _____ concepts vs.

34. _____ concepts

The person most closely associated with the "structure of knowledge."

Short Answer

36. Briefly explain the rationale for the purpose of individualizing instruction in terms of 1) maturational development and 2) the social or cultural context.

37. Briefly list most of the major overall objectives in elementary education and their rationale in terms of the social or cultural context.

INTERVIEW FOR ST. BERNARD PARISH
NON-CERTIFIED TEACHER PROGRAM

Why did you originally enter the Teacher Certification Program?

Did the original instruction by Drs. Fluitt and Lorton help you in your instruction during your first semester of teaching?

Did you find other sources of help to be more beneficial? How?

Have you found teaching to be a satisfying experience?

Do you plan to stay in teaching? Ramifications, etc.

Did you take the second course? If yes, why? If no, why?

Do you feel this kind of program is of value? How should it be changed?

Education 199

Name_____

Date_____

Do Not Write on Test Booklet - True-False Blacken the space on the Answer Sheet in column one for true and column two for false.

1. The nongraded plan is designed to permit each child to progress at his own rate of learning.

2. Emotionally healthy individuals should basically like or respect themselves.

3. In the identification of gifted students, subjective methods generally should supplement but not replace objective ones.

4. Students with low grades should rarely be allowed to participate in extra-curricular activities.

5. Discovery learning in the fields of science and mathematics is on the increase.

6. Students should learn to think critically about social values, as well as to learn what those values are.

7. A comprehensive high school is comprehensive in that it offers a wide range of academic courses.

8. The subject matter content of a junior high curriculum takes more of a broad approach than a single-subject approach.

9. Homogeneous grouping is employed more often in English than in social studies classes.

10. The most outstanding characteristic of junior high school pupils is their homogeneity.

11. Elementary schools should teach the methods of science as well as the content.

12. In the elementary school the natural and physical sciences should be taught as single subjects.

13. The single-subject approach to curriculum organization, for reason of its simplicity, is more appropriate for the lower rather than the higher grades of a school system.

14. Learning through concrete experience is more essential, relatively speaking, in the lower rather than in the upper grades of a school system.

15. Team teaching permits teachers to concentrate on subjects for which they have had special preparation.

Multiple-Choice - Blacken the space on the Answer Sheet that corresponds to the number of the best answer.

16. The most widely used plan for grouping pupils for instruction is
    1. the nongraded plan
    2. the self-contained classroom
    3. the dual progress plan
    4. the appropriate placement school

17. The nongraded plan
    1. is a new method of teaching
    2. gives each teacher a homogeneous group of pupils
    3. eliminates annual promotions
    4. always improves the achievement of pupils

18. Adolescents identify most strongly with
    1. their parents
    2. their own peers
    3. movie idols
    4. great Americans

19. The most important aspect of intellectual growth is
    1. perceptual development
    2. cognitive skills
    3. rote memory
    4. verbal communication

20. Students who believe that they are weak, bad, and stupid are likely to
    1. reform and quickly change
    2. reform but slowly change
    3. live in rural areas
    4. behave accordingly

21. Boys begin to catch up with girls in biological and social development about the time they reach

    1. tenth grade
    2. fourth grade
    3. sixth grade
    4. eighth grade

22. Differences in the behavior of men and women

    1. have some biological basis, but are largely learned
    2. have only a biological basis
    3. are mainly biological, but a few aspects are learned
    4. do not vary according to cultures

23. The best statement concerning democratic education is that

    1. children must be taught democracy
    2. children need to practice democracy
    3. children must be told that democracy is best
    4. children should not be taught the shortcomings of democracy

24. In teaching in the secondary school

    1. all propaganda should be eliminated from the social studies class
    2. the unit system should be employed very infrequently if at all
    3. techniques, tests, and assignments should reflect well-understood objectives
    4. study periods should be eliminated in favor of home assignments

25. According to information presently available, the best teaching, in terms of individual growth and development, is being done on the

    1. university level
    2. high school level
    3. junior high school level
    4. elementary school level

26. Probably the most important thing for the beginning teacher to do on the opening day of class is to

    1. work out all the administrative details in advance so as to get off to a good start

    2. present an interesting preview of the work of the year

    3. start students immediately working on their first assignment

    4. get students acquainted with each other and with desirable social procedures

27. Which of the following is <u>not</u> classified as one of the procedures to be found in the modern elementary school?

    1. emphasis on reading readiness

    2. utilization of several books

    3. experience reading from pupil-made stories

    4. alphabet used in beginning reading

28. The role of the teacher respecting indoctrination is to

    1. indoctrinate for democracy and against totalitarianism

    2. indoctrinate for democracy only

    3. indoctrinate against dictators only

    4. refrain from indoctrination political or other variety

29. In order to make an activity a good learning procedure, there must always be

    1. drill work

    2. a test

    3. a real educative purpose

    4. teacher-impelled learning

30. Which of the following emphases is least in accord with good instructional practice?

    1. emphasis upon the experience approach

    2. emphasis upon appropriate goals

    3. emphasis on the subject matter approach

    4. emphasis upon tangible rewards and punishments

31. Learning takes place best when

    1. teachers lecture and test learning at frequent intervals

    2. children actively meet cultural and educational problems in everyday life

    3. pupils are called upon to recite after preparing daily text-book assignments

    4. teachers test the student's learning each classroom period

32. If a teacher makes a mistake in class he should

    1. admit it

    2. offer an alibi

    3. ignore it

    4. bluff his way

33. If we realized the sterility of much of our current academic procedure, we would probably recommend

    1. more drill in those areas where weakness exists

    2. effective methods of group work in the classroom

    3. rigid disciplinary controls for the classroom

    4. effective methods for interclass competition

34. In a class using the problem-solving approach to learning, regular, uniform assignment of homework to pupils would be of

    1. great value to most pupils

    2. little value to most pupils

    3. value to slow learners only

    4. value to gifted learners only

35. Homework assignments which are long and difficult usually

    1. stimulate discussion and encourage better work

    2. discourage pupils and cause disciplinary problems

    3. motivate the teacher and pupils to work harder

    4. eliminate disciplinary problems by keeping pupils out of mischief

36. The modern school emphasizes

    1. formal recitation

    2. mental discipline

    3. accumulation of knowledge

    4. problem-solving situations

37. The drilling of facts

    1. has no place in the modern school curriculum

    2. is valuable if used for a certain purpose

    3. should be used extensively in every classroom

    4. should be employed only as a last resort

38. The present consensus concerning the use of drill in the modern school is that

    1. it is useful only when an automatic response is necessary

    2. it has no place in today's educational institution

    3. it is useful in the clarification of understandings

    4. it is useful only in reviewing material covered

39. In a modern school the learning of skills normally takes place

    1. when the skills are needed

    2. according to a set program

    3. as planned in state-adopted texts

    4. when the pupil asks for them

40. Modern educators would favor least, as an instructional method in high school, the

    1. individual assignment

    2. lecture technique

    3. project technique

    4. small group technique

41. Of the following, the most effective method of stimulating interesting discussions in the classroom is for the teacher to

    1. overview the essential aspects of the topic

    2. encourage students to investigate varied sources

    3. act as discussion leader in order to equalize student contribution

    4. outline the basic procedures and the direction in which the discussion is to be conducted

42. Audio-visual aids should be considered by the teachers as a

    1. substitute for traditional teaching

    2. pleasant change from classroom routine

    3. supplement to other devices for teaching

    4. device which saves teacher preparation

43. Television is considered by educators chiefly as an instrument that is

    1. valuable to the classroom as a teaching aid

    2. an actual hindrance to the classroom as teaching aid

    3. of no value to the classroom as a teaching aid

    4. valuable to the classoom as a source of entertainment

44. The teachers's main purpose in using textbooks should be to

    1. provide a foundation around which to center the teaching

    2. help students understand facts presented in written form

    3. help the students raise their reading level

    4. reduce the amount of lecturing by the teacher

45. It is generally conceded that planning

    1. is good pedagogy but not necessary to effective teaching

    2. is the responsibility of the pupils, not the teacher

    3. is the responsibility of the teacher, not the pupils

    4. needs to be done by both teacher and pupil

46. The most important feature of cooperative teacher-pupil planning is that it

    1. gives the students carefully delimited choices of action

    2. limits the teacher's role to that of umpiring disputes

    3. puts all classroom action on a democratic basis by voting on all proposed steps

    4. relieves the teacher of meticulous planning, so allows him to handle larger classes

47. In planning educational activities, important consideration should <u>not</u> be given to

    1. differences in pupil interests and abilities

    2. provisions for recognizing progress made

    3. time available for meeting requirements

    4. all of the above

48. The greatest drawvack to the use of teacher-pupil cooperative planning is that it

    1. creates pupil-teacher clashes over the choice of units

    2. takes great ingenuity and skill on the part of the teacher

    3. invariably leads to the choice of poor learning experiences

    4. places the teacher in a position of secondary importance

49. A good unit need not

    1. provide for individual differences in learners

    2. be capable of coverage in a week's work

    3. be derived from a central aim or problem

    4. facilitate the attainment of course objectives

50. Generally, the least effective teaching technique is

    1. problem solving

    2. class recitation

    3. class discussion

    4. role playing and small group work